

**E**veryone      **S**miles      **H**ere.  
Esh Church of England Primary School.

ESH  
Church of England  
(Aided)  
Primary School.

# *Equality Policy and Information*

September 2014



These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school

# **Esh CE (Aided) Primary School**

## **Equality Act 2010**

**This document contains:**

**Equality Information: September 2014**

**Equality Objectives and Action Plan: 2014 - 2016**

## **Esh CE (Aided) Primary School**

### **Policy Statement**

#### **Legal framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

#### **Guiding principles**

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

##### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity or orientation.

## **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised.
- religion, belief or faith background.
- sexual identity or orientation.

## **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

## **Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

**Principle 6: We consult and involve widely.**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys;
- gay people as well as straight people.

**Principle 7: Society as a whole should benefit.**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys;
- gay people as well as straight.

**Principle 8: We base our practices on sound evidence.**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

### **Principle 9: Objectives.**

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

### **The curriculum**

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above.

### **Ethos and organisation**

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;

- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

### **Addressing prejudice and prejudice-related bullying**

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

11. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

13. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

14. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

15. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above;
- support pupils in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

16. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

17. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

18. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

19. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

20. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and governing body.

## **Monitoring and evaluation**

21. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

22. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

**Esh CE (Aided) Primary School**  
**Equalities Information**  
**September 2014**

We at Esh CE (Aided) Primary School are committed to equality. We aim for every pupil to fulfill their potential no matter what his/her background or personal circumstances. We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in after school activities. We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights.

We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Fostering good relationships between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

We will have **due regard** to advancing equality of opportunity includes making serious consideration of the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of person who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristics to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** –keep notes and records of decisions & meetings

The protected characteristics for the schools provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions.

We welcome the opportunity to be transparent and accountable. To this end we fulfill the specific duties of the Act by:

- ✓ publishing our equality information;
- ✓ publishing our equality objectives;
- ✓ we aim to make the information accessible, easy to read and easy to find.

In this document our school has considered how well we currently achieve these aims with regard to the eight protected equality groups:

- Race
- Disability
- Sex
- Gender reassignment
- Age
- Pregnancy and maternity
- Religion and belief
- Sexual orientation

*Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage are more appropriate and used in some school policies and documents.*

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

**Equality Information:**

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified. We will update our equality information at least annually.

**Staff:**

Age	<i>Between 18 and 60.</i>
Disability	<i>Staff provided information: No recorded disabilities.</i>
Gender reassignment	<i>We would support any staff member undergoing gender reassignment.</i>
Marriage & civil partnerships	<i>Some staff members are married and some are unmarried. No staff member has disclosed being in a civil partnership.</i>
Pregnancy and maternity	<i>Figures change – we comply with our equality duty.</i>
'Race' / ethnicity	<i>Staff provided information: Most staff are White British.</i>
Religion and Belief / no belief	<i>Staff provided information: Christian, other faiths or no faith.</i>
Sex – male/female	<i>17 staff employed by the school 15 female 2 male</i>
Sexual orientation	<i>We support all staff members regardless of sexual orientation.</i>

**Pupils (95 on roll as at 1/09/2014)**

Age	<i>n/a</i>
Disability	<i>0% record a disability</i>
SEN	<i>11.58% at School Action or School Action+</i>
Statements	<i>1.05% with statements</i>
Gender reassignment	<i>We would support any pupil undergoing gender reassignment or questioning their gender.</i>
Marriage & civil partnerships	<i>n/a</i>
Pregnancy and maternity	<i>It is unlikely that, as an infant and nursery school, we would be required to make arrangements regarding pregnancy and maternity relating to our pupils. However we would comply with our equality duty and seek advice from DCC.</i>
'Race' / ethnicity	<i>Parents provided information: 93.68% White British 4.21% any other White background 2.11% other ethnic backgrounds (compromising White and Asian; White and Black Caribbean; any other mixed background; Indian; Chinese; Pakistani; any other Asian background). (may not total 100% due to rounding)</i>
EAL	<i>Parents provided information: 0% EAL</i>

Religion and Belief / no belief	<i>Parents provided information: 84.21% Christian 3.16% other religions 9.47% no religion 3.16% not disclosed (may not total 100% due to rounding)</i>
Sex – male/female	<i>46.32% female 53.68% male</i>
Sexual orientation	<i>We support all children regardless of sexual orientation.</i>
FSM	<i>5.26%</i>

**Summary of our Equalities Information:**

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	<ul style="list-style-type: none"> <li>• Racist incidents are challenged and reported in accordance with LA procedures. In the case of incidents being against a victim in school we ensure that the victim and victim's family are fully informed.</li> <li>• Comparative Attainment data (Rasie Online) shows that there is no significant difference in attainment between different ethnic groups.</li> <li>• Attendance is analysed and there is no significant difference between the attendance of different ethnic groups in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual language plans are drawn up for those children who are learning English as an Additional Language.</li> <li>• Children who are learning English as an Additional language are supported as necessary and advice and input is welcomed from EMTAS.</li> </ul>	<ul style="list-style-type: none"> <li>• We organise events/visits that celebrate the cultural diversity of our school and wider community (e.g. Multi-Cultural Carousels planned with students from New College).</li> <li>• The curriculum reflects the ethnic diversity of the school and wider community.</li> <li>• RE curriculum explores different faiths.</li> <li>• Members of faith community lead worship.</li> <li>• Cultural themes in school eg. Europe day, Chinese New Year.</li> </ul>

<b>Disability</b>	<ul style="list-style-type: none"> <li>• Comparative data (Raise Online) shows that progress of children with SEN (school action, school action plus and statements) is often in line with or above national comparisons.</li> <li>• Monitoring records show that there have been no bullying incidents related to disability.</li> <li>• Monitoring shows that no child has been excluded from activities/curriculum on the basis of their disability.</li> </ul>	<ul style="list-style-type: none"> <li>• We write Individual Plans for children at School Action, School Action+ and with statements, and ensure that they make good progress and have access to the full curriculum.</li> <li>• Provision is made for supporting children with physical difficulties.</li> <li>• Staff are trained to support disabilities e.g. ASD, autism.</li> <li>• School is proactive in ensuring that children with disabilities have full access to the curriculum and extended activities.</li> <li>• Location of parent appointments is altered for parents with disabilities where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Our PSHE lessons address issues concerning disability.</li> <li>• Children are encouraged to celebrate and accept differences.</li> </ul>
<b>Sex</b>	<ul style="list-style-type: none"> <li>• Data is analysed annually to ensure that there are no significant differences between the achievements of boys and girls. Where data shows a difference this is analysed in order to ascertain whether this is a school issue or cohort specific.</li> <li>• We conform to Equal pay legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress and attainment of each cohort are monitored to ensure that any trends are identified.</li> <li>• All extra-curricular activities are open to both boys and girls.</li> <li>• All aspects of the curriculum are open to both boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE teaching covers gender issues.</li> <li>• We ensure that the children are aware of equal opportunities (e.g. incidences of gender stereotyping are challenged by staff)</li> <li>• We invite members of the community to take part in worship and both male and female come into school.</li> <li>• Our Governing Body shows a</li> </ul>

	<ul style="list-style-type: none"> <li>• We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific.</li> <li>• We ensure that all activities are open to both sexes (including after-school clubs and educational visits).</li> </ul>		<p>good balance of males and females (including parent governors).</p> <ul style="list-style-type: none"> <li>• We aim to work in partnership with parents and recognise that for some parents, and more often for fathers, school meetings within the working day are difficult due to work commitments. We will continue to ensure that meetings are held at times which allow participation of all parents where possible and that parents evenings include some sessions after (or towards the end of) the working day.</li> <li>• Parents of both genders are invited to be parent helpers in class and on educational visits.</li> </ul>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>• Governors and the SLT ensure that recruitment procedures comply with equal opportunities good practise and legislation.</li> <li>• Governors and the SLT are aware of their responsibilities as laid out in the Equalities Act 2010.</li> <li>• Children are given equal opportunities to express themselves regardless of their</li> </ul>	<ul style="list-style-type: none"> <li>• Not applicable at this current time.</li> </ul>	<ul style="list-style-type: none"> <li>• Any issues arising would be dealt with sensitively and in consultation with the person/people with this protected characteristic.</li> </ul>

	gender (e.g. boys and girls can use all of the dress-up materials in the early years provision).		
<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>• Time given to staff for anti-natal appointments and classes if required.</li> <li>• Time given to staff for fertility treatment if required.</li> <li>• Maternity leave/paternity leave.</li> <li>• The school will consider flexible working requests.</li> <li>• The school complies with legislation and good practise in relation to pregnant employees and those on maternity leave.</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst our expectations are the same for all staff, pregnancy risk assessments ensure that appropriate changes, amendments to roles are made to accommodate pregnant staff.</li> <li>• Pregnant and/or breast-feeding members of staff will be supported as far as is reasonably possible and in line with legislation and good practise (e.g. providing a place to express and store breast milk).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are made aware of relevant policies and legislation regarding pregnant employees and maternity leave.</li> </ul>
<b>Age</b>	<ul style="list-style-type: none"> <li>• Data is kept on the age profile of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• When appointing staff reference to age/date of birth is removed from the application form and kept separately (for equalities monitoring purposes).</li> <li>• Grandparents (and other relatives) are encouraged to help in school and on school trips as well as parents.</li> <li>• The age profile of our Governing Body is suitably mixed and appointments are made to this</li> </ul>	<ul style="list-style-type: none"> <li>• We actively encourage intergenerational links;</li> <li>• Remembrance Day features in the school curriculum/worship.</li> </ul>

<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>• Racist and xenophobic language is always challenged and reported to parents and through local authority procedures.</li> <li>• Absences for religious/cultural observations is authorised by the Headteacher.</li> </ul>	<p>regardless of age.</p> <ul style="list-style-type: none"> <li>• We use the Diocese agreed syllabus for our RE curriculum. The main faith is Christianity with Judaism the other that features.</li> <li>• Other faiths are celebrated through festivals.</li> <li>• The wishes of faith groups to withdraw from RE/Collective Worship/SRE are approved by the Headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals are marked through worship and the curriculum.</li> <li>• Parents, and others, are welcomed into our school to share their faith(s) – particularly in relation to festivals.</li> <li>• Children are encouraged to celebrate the cultural and religious diversity within our school and wider community.</li> <li>• Children are encouraged to celebrate and accept differences.</li> </ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation.</li> <li>• Incidents of homophobic language/bullying are recorded and reported to parents and through local authority procedures. Follow up work is undertaken with individuals/groups where homophobic language is used inappropriately in consultation with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have equal access to opportunities and activities regardless of sexual orientation. This includes when the potential discrimination could be due to association (e.g. where the parents of a child are in a same-sex relationship).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff deal sensitively with children's questions relating to sexual orientation.</li> <li>• Children are encouraged to celebrate and accept differences.</li> </ul>

**Equality Engagement**

Protected characteristics	Aims of the general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
<b>Race</b>	<p>Evidence is not available. Currently we do not specifically engage with the protected groups although we do engage with all children, staff and pupils through discussions and questionnaires.</p> <p>Children are encouraged to celebrate and understand differences.</p>	<p>Parents of children from all ethnic backgrounds, particularly those with English as an additional language, are welcomed into our school and staff take time to ensure that procedures and documents are understood. Staff seek advice and support from EMTAS (e.g. use of translators) when required. This helps to ensure that parents can help their children to access school activities in line with their peers.</p> <p>The school gives parents the option to have letters emailed rather than given in hard copy. One of the benefits of this is that parents who do not speak English as their first language are able to use computer translators if required.</p>	<p>Staff are welcoming to all parents and make special efforts to ensure that parents from ethnic minority groups (especially those who have newly arrived in the UK and/or have EAL) feel comfortable and able to speak to staff about any issues.</p> <p>Children and parents are actively encouraged to share their background with us and to contribute to school events (e.g. cultural festival celebrations; sharing information about visits to home countries).</p>

<p><b>Disability</b></p>	<p>Parents of children with SEN; children with SEN; and parents with SEN are involved in discussions with school staff regarding access to the school building/events and the school curriculum (for pupils). The school seeks to make reasonable adjustments where possible and in consultation with protected groups (although discussions tend to be on an individual basis).</p> <p>Staff sensitively challenge any negative perceptions of disabilities or those with disabilities. Children are encouraged to celebrate and understand differences.</p>	<p>The school makes every effort to make reasonable adjustments to the school building, events, procedures and curriculum to enable children and parents to have equality of opportunity. This includes writing and supporting IEPs for children with SEN to enable them to make good or better progress. We strive to overcome physical barriers for those with physical disabilities (including parents) by providing access or changing the location of events (if possible).</p> <p>There are no staff with disabilities but the school would seek to make reasonable adjustments when/if the need arose.</p>	<p>All parents and children are encouraged to contribute to discussions. In particular we encourage those with disabilities to speak to us about these and to discuss these. The school seeks to work in partnership with those who have disabilities and this helps to foster good relations.</p>
<p><b>Sex</b></p>	<p>Staff sensitively challenge gender stereotypes. Children are encouraged to celebrate and understand differences.</p>	<p>We ensure that both girls and boys are represented on the school council so that the views of children of both sexes are taken into consideration.</p> <p>All activities (curricular and extra-curricular) are open to both sexes. Both genders participate in our clubs. The school seeks to ensure that all opportunities are promoted and made attractive to both sexes (including parent events).</p>	<p>Parents of both sexes are encouraged to take an active role in their child's education and the school. Parent appointments and some other school meetings take place in the evening to enable working parents of both genders to attend.</p>

		Staff are recruited according to good practise guidelines and with regard to relevant legislation. In practise this means that no staffing decisions are influenced by the sex of an individual.	
<b>Gender Reassignment</b>	Not applicable.	Not applicable.	Not applicable.
<b>Pregnancy and Maternity</b>	Not available.	Not available.	Not available.
<b>Age</b>	Not applicable	Age is not considered when making staffing recruitment decisions.	Not applicable.
<b>Religion and Belief</b>	<p>Staff sensitively explain to children why some groups or individuals do not take part in acts of collective worship or similar celebrations/events.</p> <p>Children are encouraged to celebrate and understand differences.</p>	Our admissions criteria does account for children of all faiths.	<p>Children and parents are invited to take part in Christian celebrations and events regardless of their own religion or belief. Parents are able to withdraw their children from these events.</p> <p>Parents and children are encouraged to celebrate and share their faith with the school community, particularly through the celebration of festivals (both religious and cultural). For example</p>

			parents are welcome to bring artefacts from their faith and relating to a festival into school and to share these with the children.
<b>Sexual Orientation</b>	Staff sensitively deal with any instances of homophobic language or behaviour.  Children are encouraged to celebrate and understand differences.	School endeavours to ensure equality of opportunity for this protected group and their children.	We are welcoming to all parents, children and other family members regardless of sexual orientation.

**Summary Statement of Equality Engagement:**

We endeavour to engage with protected groups and/or individuals with protected characteristics. We believe that our welcoming and inclusive ethos helps us to engage with protected groups. We seek to make reasonable adjustments in relation to engagement activities as well as school policies, procedures, events and so on. We intend to review and improve our practise as an ongoing matter.

We currently use parent questionnaires to engage with parents and understand their views. This questionnaire has particular questions for parents regarding their views on how school approaches equality. Parents are always welcome to speak to school staff regarding any issues they have with regards to the protected characteristics and equality.

We speak to the school council and in pupil voice sessions regarding the children’s opinions specifically regarding bullying.

In the future we intend to use questionnaires to collect parents’ views on the school’s work with regards to the protected characteristics. We will target particular questions to those who have the protected characteristics.

When developing/reviewing policies and making decisions the school has regard to the protected characteristics and seeks to engage with groups/individuals where possible and practical.

**Esh CE (Aided) Primary School**  
**Equality Objectives and Action Plan**  
**2014 – 2016**

<b>Objective</b>	<b>Which protected group(s) will this most affect/influence</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key players</b>	<b>Actions</b>	<b>Review/Comments</b>
Ensure specific provision is in place for children and parents with disabilities.	Disability	Parents will be happy with provision in school.	Mr Ward	Ensure the physical environment is suitable for children/parents with disabilities. Ensure communication procedures are in place for children/parents with visual and hearing needs.	
To remove stereotypes from different activities in school	Sex	Participation will have increased in from both males and females in the target activities.	Mr Ward and all Staff	Work with children and parents to encourage participation from all in activities which, in the past, have been considered 'for boys' or 'for girls'. This includes lesson objectives, sports, the arts etc.	
For additional links with schools in a variety of places around the world to be well-established	Race and religion	Children will have an informed understanding of the ways of life of children from	Mr Ward Mrs Conrad School Council	Review existing school links by March 2015.  Plan for new links or the strengthening of existing links	

by July 2016.		different cultural backgrounds (UK and the World).		by July 2016. Implement improvements to school linking by October 2016 and beyond.	
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*Action plan was created in September 2014.*

Document approved by Governing Body on \_\_\_\_\_.

Signature of Head Teacher:

Date:

Signature of Chair of Governors:

Date: